



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

All programs must submit an annual assessment report to their College Dean’s Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.

Academic Program	Adult and Professional Learning
Data Collection Period	2016-2017 academic year
Report Contact	Jennifer K. Holtz, Ph.D.
Date Submitted to College Dean’s Office	4-16-2018

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

The School of Counseling, Human Performance, and Rehabilitation (CHPR) provides a quality education to a heterogeneous student body at the undergraduate and graduate levels. The goal is to prepare students with the special knowledge and skills for professional work in education and human service fields, and to enhance students’ abilities to be successful in their chosen fields of study.

The M.Ed. in Adult and Professional Learning prepares leaders in a variety of educational contexts depending on the needs and desires of our students, within the frameworks of the university, college and school missions.

3. Student Learning Goals for Academic Program

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

See appendix for program standards. From those, I have identified 10 composite Learning Goals:

1. At the end of this program, students will be able explain the nature, function and scope of adult education.
2. At the end of this program, students will be able to explain adult developmental stages

3. At the end of this program, students will be able to explain the factors that promote program support.
4. At the end of this program, students will be able to plan a program for adult students
5. At the end of this program, students will be able to explain best practices for the adult education classroom
6. At the end of this program, students will be able to develop an assessment and monitoring plan for adult students
7. At the end of this program, students will be able to explain the implementation and use of educational technologies by adult students
8. At the end of this program, students will be able to develop a professional development plan for themselves
9. At the end of this program, students will be able to explain the significance of the historical, philosophical and sociological foundations of adult education
10. At the end of this program, students will be able to critically assess the professional literature, including explanation of experimental methods

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

The primary concern in my initial plan and support was maintenance of stakeholder communication. That was not successfully addressed, as I explain below. In addition, two courses were updated to include new textbooks.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Adult and Professional Learning has few readily identifiable stakeholders, because our students are diverse in their professional applications. One clear stakeholder is the state of Arkansas' Department of Career Education (ADCE). Stakeholders to a lesser extent, because of our students' minimal interest in adult basic education and GED preparation, are the adult education centers operated by the Adult Education Division of the ADCE.

Since the UA Little Rock reorganization, there has been minimal communication - from either direction - with the ADCE. While I feel comfortable calling the Deputy Director for adult education, Dr. Trenia Miles, to ask questions or simply check in, regular communication is an area that needs improvement.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

At the end of this program, students will be able to explain adult developmental stages.
 At the end of this program, students will be able to explain development of a program plan for adult students.
 At the end of this program, students will be able to explain the implementation and use of educational technologies by adult students.

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal: At the end of this program, students will be able to explain adult developmental stages	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	Comprehensive Exams
Data Repository	My computer records
Target Achievement / Benchmark	Pass
Results	All students who took Comprehensive Exams were clearly able to describe adult developmental stages

Student Learning Goal: At the end of this program, students will be able to explain development of a program plan for adult students	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	Comprehensive Exams
Data Repository	My computer records
Target Achievement / Benchmark	Pass
Results	All students who took Comprehensive Exams were clearly able to describe development of a program plan for adult students

Student Learning Goal: At the end of this program, students will be able to explain the implementation and use of educational technologies by adult students	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	Comprehensive Exams
Data Repository	My computer records
Target Achievement / Benchmark	Pass
Results	All students who took Comprehensive Exams were able to explain the use of ed technologies by adult students, but implementation was not as clearly addressed. This confirms my belief that practice content needs to be introduced into ADED 5304 Methods and Materials.

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

ADED 5304 needs to be revised to include a specific assignment requiring planning for implementation of technology in a course. It is already one of five learning experiences that students have the opportunity to address, but in allowing two choices among the five, technology is not specified. It needs to be specified because implementing technology often is more complex than implementing other learning experiences.

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Adult and Professional Learning has few readily identifiable stakeholders, because our students are diverse in their professional applications. One clear stakeholder is the state of Arkansas' Department of Career Education (ADCE). Stakeholders to a lesser extent, because of our students' minimal interest in adult basic education and GED preparation, are the adult education centers operated by the Adult Education Division of the ADCE.

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This seems identical to Q2 (?)

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	91-100%
Learning activity design	91-100%
Rubric design	91-100%
Rubric norming	91-100%
Evaluating learning activities	91-100%
Analyzing data	91-100%
Developing improvement plans	91-100%
Communication with stakeholders	91-100%
Other (please describe below)	91-100%

This is a single-person program, and because my faculty position was eliminated from the budget when I became CHPR Director, I remain the only faculty member.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

No, thank you.

CPAE STANDARDS FOR MASTERS-LEVEL STUDY

	AEDE 5301 Psychology of the Adult Learner	AEDE 5303 Teaching Adults	AEDE 5304 Methods and Materials in Adult Education	AEDE 7301 Foundations of Adult Education	AEDE 7302 Organization and Administration of Adult Education	AEDE 7303 Program Planning in Adult Education	AEDE 7304 Teaching Reading to Adults	AEDE 7307 Internship in Adult Education	EDFN 7303 Introduction to Research	EDFN 7305 Program Evaluation	HIPS 7303 Evaluation of Health Programs	EDFN 7370 Educational Assessment	LSTE 7303 Foundations of eLearning	LSTE 7304 eLearning Environments & Education
1. Introduction to the nature, function and scope of adult education	x	x		x				x						
2. Adult learning and development	x	x		x				x						
3. Adult education program processes, including planning, delivery, and assessment/evaluation		x	x		x	x	x	x		x	x	x	x	x
ARKANSAS STATE STANDARDS														
1. Program Support														
1.1 Demonstrates an understanding of the program's mission, goals and priorities			x		x	x		x		x	x			
1.2 Maintains accuracy and confidentiality of learner information and records			x		x	x		x	x	x	x		x	x
1.3 Collects and reports accurate data for program improvement and accountability			x		x	x		x	x	x	x		x	x
1.4 Follows program guidelines to improve learner persistence			x		x	x		x						
1.5 Follows program procedures and guidelines for the maintenance and security of materials and equipment			x		x	x		x	x	x	x		x	x
1.6 Makes suggestions for instructional materials and program improvement			x		x	x		x		x	x			x
2. Planning and Preparation														
2.1 Plans instruction that is consistent with the program's mission and goals			x			x		x					x	x
2.2 Uses a variety of formal and informal assessments to develop curricula, plan lessons, monitor learner progress, and provide feedback to learners			x			x	x	x		x	x		x	x
2.3 Identifies and responds to learners' individual and group needs, interests, and goals when developing and delivering lesson			x			x	x	x		x	x		x	x
2.4 Recognizes and accommodates diverse learning styles, multiple intelligences, skill levels, language abilities, culture, experiences, disabilities, and other special needs	x	x		x		x	x	x						
2.5 Applies knowledge of the basic principles of adult learning, and teaching, and knows and demonstrates content knowledge			x			x	x	x						
2.6 Provides evidence based and contextualized instruction in basic and life skills			x			x	x	x						
2.7 Employs a variety of strategies, resources and materials to facilitate instruction and promote learner interaction		x	x	x		x	x	x		x	x		x	x
3. Classroom Environment														
3.1 Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics		x	x	x		x	x	x					x	x
3.2 Designs activities for learners and encourages independent study skills			x			x	x	x					x	x
3.3 Facilitates and encourages learner interaction to promote the development of a learning community	x	x	x	x	x	x	x	x	x	x		x	x	x
3.4 Demonstrates understanding of adult learners' responsibilities as workers, family members and community members			x	x		x	x	x						
3.5 Demonstrates positive attitude, respect, and reinforces positive learners' attitudes toward potential for success			x			x	x	x					x	x
3.6 Employs specific strategies for developing and enhancing learner persistence			x		x	x	x	x					x	x
3.7 Provides advice and referral to support students' learning, college, and career readiness goals			x			x		x						
4. Classroom Instruction														
4.1 Designs activities for learners and encourages independent study skill			x			x	x	x		x			x	x
4.2 Uses instructional techniques appropriate to adult learners			x			x	x	x					x	x
4.3 Engages in active listening, dialogue and questioning to facilitate support learning	x	x	x	x	x	x	x	x						
4.4 Integrates information and communication technologies into instruction			x		x	x	x	x		x				
4.5 Integrates higher order thinking, communication, and problemsolving skills into instruction	x	x	x	x		x		x						
4.6 Monitors and adjusts teaching strategies based upon student needs and performance			x				x	x						x

CPAE STANDARDS FOR MASTERS-LEVEL STUDY

	ADED 5301 Psychology of the Adult Learner	ADED 5303 Teaching Adults	ADED 5304 Methods and Materials in Adult Education	ADED 7301 Foundations of Adult Education	ADED 7302 Organization and Administration of Adult Education	ADED 7303 Program Planning in Adult Education	ADED 7304 Teaching Reading to Adults	ADED 7307 Internship in Adult Education	EDFN 7303 Introduction to Research	EDFN 7305 Program Evaluation	HIPS 7303 Evaluation of Health Programs	EDFN 7370 Educational Assessment	LSTE 7303 Foundations of eLearning	LSTE 7304 eLearning Environments & Education
5. Assessment and Monitoring														
5.1 Administers appropriate standardized assessments according to guidelines established by the test publisher and the Department of Career Education, Adult Education Division Assessment Policy and Guidelines							x	x						
5.2 Assesses students' prior knowledge, learning needs, and college & career readiness goals			x			x	x	x				x	x	x
5.3 Collaborates with learners to identify their needs, strengths and goals, and advises them or refers them to the appropriate level of instruction			x				x	x						x
5.4 Interprets formal and informal assessment results, reviews the results with learners, develops appropriate educational plans, and monitors student learning			x				x	x						x
5.5 Identifies those learners needing special assessment			x				x	x						
6. Technology														
6.1 Demonstrates an understanding of technology concepts and effectively utilizes a variety of technologies			x					x					x	x
6.2 Explores, evaluates and uses technology resources including applications, tools, educational software, and electronic resources			x					x					x	x
6.3 Uses technology to communicate information in a variety of formats								x					x	x
6.4 Demonstrates and applies knowledge of the legal, social, ethical, and safety issues related to technology								x					x	x
6.5 Effectively integrates technology into instruction								x					x	x
6.6 Demonstrates and applies knowledge of the use of assistive technology to enhance learning			x					x					x	x
6.7 Participates in activities and uses resources to support ongoing professional growth related to technology								x					x	x
7. Professional Development														
7.1 Develops and maintains a knowledge base in adult learning theory	x	x		x										
7.2 Develops and maintains in-depth knowledge of relevant content areas and related teaching methods		x	x	x										
7.3 Develops and maintains knowledge of instructional techniques and referral procedures for learners who have special needs			x				x	x						
7.4 Demonstrates knowledge of own organization, community resources and issues, relevant laws and regulations			x				x	x						
7.5 Pursues knowledge of technological systems as it relates to instructional and administrative functions			x					x					x	
7.6 Assesses personal needs for professional growth and participates in professional development activities	x	x	x	x	x	x	x	x						
7.7 Incorporates new skills and knowledge gained through professional development into the learning environment to enhance the quality of instruction			x					x						x
4. Introductory study of how technology influences adult education		x	x										x	x
5. Historical, philosophical and sociological foundations of adult education	x			x										
6. Overview of educational research	x	x		x					x					